



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 10741263
SAU: Hermon School Department
School: Hermon Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

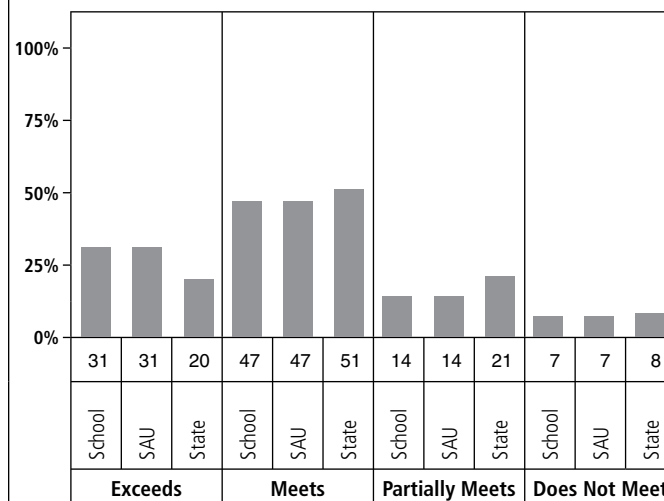
SAU: Hermon School Department

School: Hermon Middle School

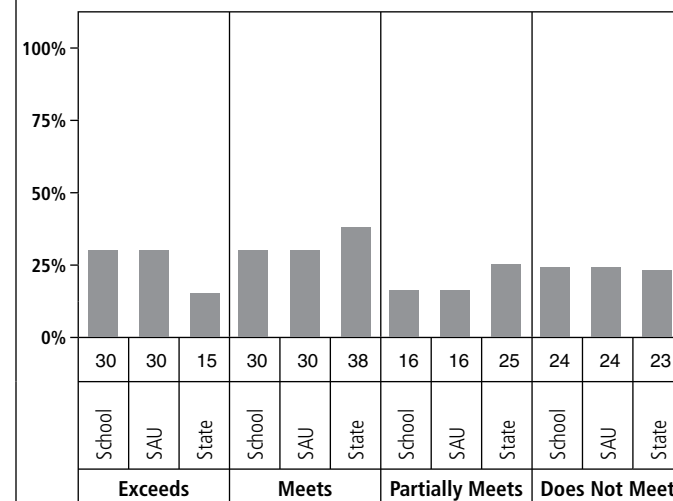
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	840	840	847
2007–2008	849	849	849
2008–2009	854	854	850
Cum. Avg.*	848	848	849
Mathematics			
2006–2007	841	841	842
2007–2008	845	845	841
2008–2009	847	847	843
Cum. Avg.*	844	844	842
Science			
2008–2009 **	851	851	846

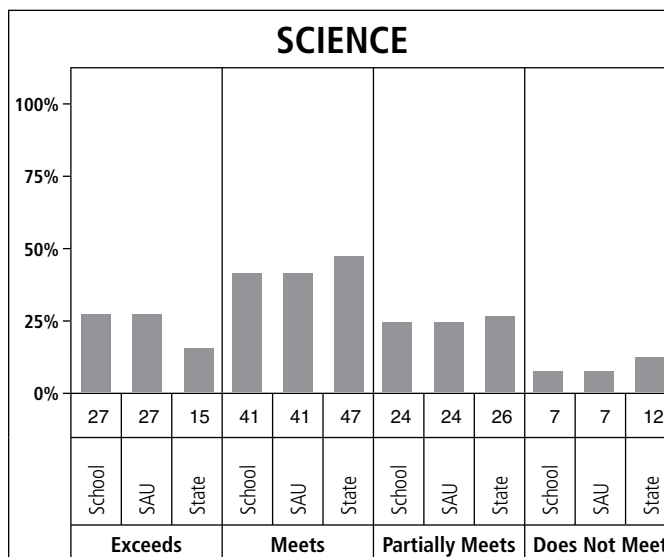
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	70	100	70	100	14804	100	70	100	70	100	14659	99	70	100	70	100	14653	99	70	100	70	100	14626	99
Ethnicity African American/Black	3	4	3	4	377	3	3	100	3	100	366	97	3	100	3	100	371	98	3	100	3	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	1	1	1	1	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	2	3	2	3	192	1	2	100	2	100	188	98	2	100	2	100	191	100	2	100	2	100	190	99
Caucasian/White	64	91	64	91	13878	94	64	100	64	100	13756	99	64	100	64	100	13742	99	64	100	64	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	10	14	10	14	2489	17	10	100	10	100	2434	99	10	100	10	100	2424	98	10	100	10	100	2418	98
Current LEP	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	14	20	14	20	5460	37	14	100	14	100	5380	99	14	100	14	100	5377	99	14	100	14	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	60	86	60	86	12132	82	60	86	60	86	12124	82	60	86	60	86	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	10	14	10	14	2349	16	10	14	10	14	2347	16	10	14	10	14	2288	15
Identified disability (PET/IEP)	10	100	10	100	1877	80	10	100	10	100	1862	79	10	100	10	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	2	3	2	3	2407	16
	2007-2008	17	22	17	22	3428	23
	2008-2009	22	31	22	31	2857	20
	Cum. Total*	41	19	41	19	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	33	44	33	44	7494	49
	2007-2008	39	51	39	51	7179	48
	2008-2009	33	47	33	47	7431	51
	Cum. Total*	105	48	105	48	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	25	33	25	33	3628	24
	2007-2008	13	17	13	17	2706	18
	2008-2009	10	14	10	14	2979	21
	Cum. Total*	48	22	48	22	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	15	20	15	20	1810	12
	2007-2008	7	9	7	9	1611	11
	2008-2009	5	7	5	7	1214	8
	Cum. Total*	27	12	27	12	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.9	67.7	37.9	67.7	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.2	66.0	13.2	66.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.7	68.6	24.7	68.6	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	22	31	33	47	10	14	5	7	854	70	31	47	14	7	854	14481	20	51	21	8	850
Ethnicity																						
African American/Black	3										3						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	2										2						186	17	48	23	12	847
Caucasian/White	64	19	30	33	52	9	14	3	5	854	64	30	52	14	5	854	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	3	30	2	20	5	50	832	10	0	30	20	50	832	2256	2	25	40	34	834
No	60	22	37	30	50	8	13	0	0	857	60	37	50	13	0	857	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	70	22	31	33	47	10	14	5	7	854	70	31	47	14	7	854	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	14	1	7	6	43	5	36	2	14	841	14	7	43	36	14	841	5277	10	46	29	15	844
No	56	21	38	27	48	5	9	3	5	857	56	38	48	9	5	857	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	70	22	31	33	47	10	14	5	7	854	70	31	47	14	7	854	14476	20	51	21	8	850
Gender																						
Female	32	11	34	16	50	3	9	2	6	855	32	34	50	9	6	855	7074	25	51	18	6	852
Male	38	11	29	17	45	7	18	3	8	853	38	29	45	18	8	853	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	70	22	31	33	47	10	14	5	7	854	70	31	47	14	7	854	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	70	22	31	33	47	10	14	5	7	854	70	31	47	14	7	854	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	0	0	1	33	843	4	0	67	0	33	843	8	8	39	29	24	841
B. less than one hour	46	5	16	15	47	8	25	4	13	847	46	16	47	25	13	847	51	17	53	22	8	849
C. one to two hours	44	15	48	14	45	2	6	0	0	861	44	48	45	6	0	861	36	24	52	18	5	852
D. more than two hours	6	2	50	2	50	0	0	0	0	859	6	50	50	0	0	859	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	11	61	5	28	1	6	1	6	860	26	61	28	6	6	860	31	35	50	11	4	856
B. good	47	8	24	19	58	3	9	3	9	853	47	24	58	9	9	853	47	16	55	21	7	849
C. fair	23	3	19	9	56	4	25	0	0	852	23	19	56	25	0	852	18	5	47	33	15	842
D. poor	4	0	0	0	0	2	67	1	33	828	4	0	0	67	33	828	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	51	16	44	16	44	3	8	1	3	859	51	44	44	8	3	859	32	27	54	14	5	853
B. They match some of what I have learned.	40	5	18	14	50	6	21	3	11	849	40	18	50	21	11	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	7	1	20	3	60	0	0	1	20	847	7	20	60	0	20	847	12	11	45	29	15	844
D. There is no match.	1	0	0	0	0	1	100	0	0	830	1	0	0	100	0	830	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	3	33	4	44	1	11	1	11	850	13	33	44	11	11	850	15	13	42	28	17	844
B. about the same as my regular schoolwork	73	19	37	23	45	6	12	3	6	856	73	37	45	12	6	856	64	19	53	20	7	850
C. easier than my regular schoolwork	14	0	0	6	60	3	30	1	10	846	14	0	60	30	10	846	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	2	33	1	17	3	50	0	0	849	9	33	17	50	0	849	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	48	10	30	16	48	4	12	3	9	852	48	30	48	12	9	852	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	43	10	33	15	50	3	10	2	7	856	43	33	50	10	7	856	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	13	35	15	41	5	14	4	11	854	54	35	41	14	11	854	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	42	8	28	16	55	4	14	1	3	854	42	28	55	14	3	854	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	33	1	33	1	33	0	0	851	4	33	33	33	0	851	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	17	6	50	5	42	0	0	1	8	861	17	50	42	0	8	861	19	26	53	15	6	853
B. 20 minutes to an hour	27	7	37	9	47	3	16	0	0	857	27	37	47	16	0	857	40	25	52	17	6	852
C. less than 20 minutes	14	2	20	6	60	0	0	2	20	849	14	20	60	0	20	849	15	18	51	21	10	849
D. I rarely read at home.	41	7	24	13	45	7	24	2	7	850	41	24	45	24	7	850	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	44	15	48	13	42	1	3	2	6	859	44	48	42	3	6	859	42	27	51	15	6	853
B. agree	49	6	18	18	53	7	21	3	9	849	49	18	53	21	9	849	50	15	53	23	9	848
C. disagree	6	0	0	2	50	2	50	0	0	844	6	0	50	50	0	844	7	8	46	32	14	843
D. strongly disagree	1	1	100	0	0	0	0	0	0	872	1	100	0	0	0	872	2	6	39	35	21	840
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	840	100	0	0	100	0	840						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	6	8	6	8	1952	13
	2007-2008	14	18	14	18	1657	11
	2008-2009	21	30	21	30	2116	15
	Cum. Total*	41	19	41	19	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	34	45	34	45	5870	38
	2007-2008	33	43	33	43	5956	40
	2008-2009	21	30	21	30	5443	38
	Cum. Total*	88	40	88	40	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	17	23	17	23	3982	26
	2007-2008	15	20	15	20	3729	25
	2008-2009	11	16	11	16	3556	25
	Cum. Total*	43	19	43	19	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	18	24	18	24	3534	23
	2007-2008	14	18	14	18	3579	24
	2008-2009	17	24	17	24	3356	23
	Cum. Total*	49	22	49	22	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	31.5	56.3	31.5	56.3	28.6	51.1
A. Number	8	14	3.6	45.0	3.6	45.0	3.7	46.3
B. Data	16	29	9.9	61.9	9.9	61.9	8.9	55.6
C. Geometry	12	21	5.7	47.5	5.7	47.5	5.0	41.7
D. Algebra	20	36	12.2	61.0	12.2	61.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	21	30	21	30	11	16	17	24	847	70	30	30	16	24	847	14471	15	38	25	23	843
Ethnicity																						
African American/Black	3										3						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	2										2						190	8	31	26	34	836
Caucasian/White	64	20	31	18	28	10	16	16	25	847	64	31	28	16	25	847	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	3	30	7	70	820	10	0	0	30	70	820	2242	2	12	22	63	824
No	60	21	35	21	35	8	13	10	17	852	60	35	35	13	17	852	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	70	21	30	21	30	11	16	17	24	847	70	30	30	16	24	847	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	14	0	0	4	29	5	36	5	36	832	14	0	29	36	36	832	5270	6	30	28	36	835
No	56	21	38	17	30	6	11	12	21	851	56	38	30	11	21	851	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	70	21	30	21	30	11	16	17	24	847	70	30	30	16	24	847	14466	15	38	25	23	843
Gender																						
Female	32	9	28	12	38	2	6	9	28	846	32	28	38	6	28	846	7070	15	39	25	22	843
Male	38	12	32	9	24	9	24	8	21	848	38	32	24	24	21	848	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	70	21	30	21	30	11	16	17	24	847	70	30	30	16	24	847	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	70	21	30	21	30	11	16	17	24	847	70	30	30	16	24	847	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	33	2	67	818	4	0	0	33	67	818	8	8	24	24	44	833
B. less than one hour	46	7	22	7	22	8	25	10	31	841	46	22	22	25	31	841	51	12	38	26	23	842
C. one to two hours	44	13	42	12	39	1	3	5	16	855	44	42	39	3	16	855	36	19	40	23	19	845
D. more than two hours	6	1	25	2	50	1	25	0	0	853	6	25	50	25	0	853	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	13	42	8	26	4	13	6	19	851	46	42	26	13	19	851	28	33	41	15	11	852
B. good	43	7	24	12	41	5	17	5	17	848	43	24	41	17	17	848	45	11	43	25	21	842
C. fair	9	1	17	1	17	1	17	3	50	836	9	17	17	17	50	836	21	3	27	35	35	834
D. poor	3	0	0	0	0	0	0	2	100	821	3	0	0	0	100	821	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	10	43	6	26	5	22	2	9	855	33	43	26	22	9	855	28	23	41	21	15	848
B. They match some of what I have learned.	53	10	27	12	32	5	14	10	27	845	53	27	32	14	27	845	52	13	40	25	21	843
C. They match just a little of what I have learned.	10	1	14	2	29	0	0	4	57	836	10	14	29	0	57	836	16	8	28	30	34	836
D. There is no match.	4	0	0	1	33	1	33	1	33	833	4	0	33	33	33	833	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	28	0	0	7	37	1	5	11	58	830	28	0	37	5	58	830	32	6	34	29	32	837
B. about the same as my regular schoolwork	54	13	35	11	30	9	24	4	11	853	54	35	30	24	11	853	52	13	41	25	20	843
C. easier than my regular schoolwork	18	8	67	2	17	1	8	1	8	861	18	67	17	8	8	861	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	60	12	29	11	26	6	14	13	31	845	60	29	26	14	31	845	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	37	9	35	10	38	4	15	3	12	852	37	35	38	15	12	852	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	1	50	1	50	828	3	0	0	50	50	828	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	16	6	55	2	18	1	9	2	18	856	16	55	18	9	18	856	34	18	40	22	20	845
B. two or three days a week	30	11	52	4	19	2	10	4	19	852	30	52	19	10	19	852	35	14	38	26	21	843
C. two or three times each month	17	2	17	7	58	0	0	3	25	847	17	17	58	0	25	847	18	12	37	27	24	841
D. never or almost never	37	2	8	8	31	8	31	8	31	839	37	8	31	31	31	839	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	3	100	0	0	0	0	853	4	0	100	0	0	853	9	13	38	23	26	841
B. two or three days a week	3	0	0	0	0	1	50	1	50	822	3	0	0	50	50	822	17	11	37	26	26	841
C. two or three times each month	17	0	0	3	25	5	42	4	33	834	17	0	25	42	33	834	28	15	40	25	20	844
D. never or almost never	76	21	40	15	28	5	9	12	23	851	76	40	28	9	23	851	46	16	36	24	23	843
How do you feel about the following statement?																						
"My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	67	15	32	15	32	5	11	12	26	848	67	32	32	11	26	848	52	19	41	22	18	846
B. agree	27	6	32	4	21	4	21	5	26	845	27	32	21	21	26	845	39	11	35	27	27	840
C. disagree	4	0	0	2	67	1	33	0	0	848	4	0	67	33	0	848	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	1	100	0	0	838	1	0	0	100	0	838	3	4	25	28	43	832
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	838	100	0	0	100	0	838						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	19	27	19	27	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	29	41	29	41	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	17	24	17	24	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	5	7	5	7	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	34.8	62.1	34.8	62.1	32.0	57.1
D. The Physical Setting	31	55	18.7	60.3	18.7	60.3	17.1	55.2
D1/D2 Earth/Space	17	30	10.5	61.8	10.5	61.8	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	8.2	58.6	8.2	58.6	7.7	55.0
E. The Living Environment	25	45	16.1	64.4	16.1	64.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	19	27	29	41	17	24	5	7	851	70	27	41	24	7	851	14263	15	47	26	12	846
Ethnicity																						
African American/Black	3										3						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	2										2						184	9	45	29	16	842
Caucasian/White	64	16	25	28	44	17	27	3	5	850	64	25	44	27	5	850	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	4	40	4	40	831	10	0	20	40	40	831	2221	3	22	36	38	832
No	60	19	32	27	45	13	22	1	2	854	60	32	45	22	2	854	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	70	19	27	29	41	17	24	5	7	851	70	27	41	24	7	851	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	14	0	0	6	43	6	43	2	14	840	14	0	43	43	14	840	5184	6	40	33	21	840
No	56	19	34	23	41	11	20	3	5	853	56	34	41	20	5	853	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	70	19	27	29	41	17	24	5	7	851	70	27	41	24	7	851	14258	15	47	26	12	846
Gender																						
Female	32	8	25	12	38	9	28	3	9	850	32	25	38	28	9	850	6953	14	47	28	11	846
Male	38	11	29	17	45	8	21	2	5	851	38	29	45	21	5	851	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	70	19	27	29	41	17	24	5	7	851	70	27	41	24	7	851	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	70	19	27	29	41	17	24	5	7	851	70	27	41	24	7	851	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	2	67	1	33	828	4	0	0	67	33	828	8	8	34	28	30	837
B. less than one hour	46	7	22	13	41	9	28	3	9	848	46	22	41	28	9	848	51	14	48	27	11	846
C. one to two hours	44	12	39	13	42	5	16	1	3	856	44	39	42	16	3	856	36	19	48	24	9	848
D. more than two hours	6	0	0	3	75	1	25	0	0	851	6	0	75	25	0	851	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	8	44	8	44	2	11	0	0	858	26	44	44	11	0	858	23	27	47	17	8	851
B. good	56	7	18	15	38	13	33	4	10	847	56	18	38	33	10	847	53	15	50	26	10	847
C. fair	19	4	31	6	46	2	15	1	8	852	19	31	46	15	8	852	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	63	16	36	16	36	9	20	3	7	852	63	36	36	20	7	852	26	20	49	23	9	849
B. They match some of what I have learned.	31	3	14	11	50	6	27	2	9	849	31	14	50	27	9	849	51	14	48	26	11	846
C. They match just a little of what I have learned.	4	0	0	2	67	1	33	0	0	846	4	0	67	33	0	846	18	13	44	28	15	844
D. There is no match.	1	0	0	0	0	1	100	0	0	838	1	0	0	100	0	838	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	26	4	22	9	50	5	28	0	0	852	26	22	50	28	0	852	32	13	45	28	14	844
B. about the same as my regular schoolwork	72	15	31	18	37	11	22	5	10	850	72	31	37	22	10	850	56	15	49	25	11	847
C. easier than my regular schoolwork	1	0	0	1	100	0	0	0	0	856	1	0	100	0	0	856	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	12	32	13	35	9	24	3	8	851	55	32	35	24	8	851	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	43	7	24	14	48	6	21	2	7	851	43	24	48	21	7	851	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	1	100	0	0	840	1	0	0	100	0	840	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	25	3	18	6	35	5	29	3	18	845	25	18	35	29	18	845	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	32	5	23	11	50	4	18	2	9	851	32	23	50	18	9	851	23	17	49	22	12	847
C. the course(s) described in B, plus physics	20	6	43	6	43	2	14	0	0	856	20	43	43	14	0	856	21	31	44	17	7	852
D. a life science and physical science class	23	5	31	6	38	5	31	0	0	851	23	31	38	31	0	851	30	7	46	32	14	842
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.”																						
A. strongly agree	29	9	45	5	25	6	30	0	0	854	29	45	25	30	0	854	27	23	47	20	10	849
B. agree	38	7	27	10	38	6	23	3	12	851	38	27	38	23	12	851	37	14	47	27	12	846
C. disagree	19	2	15	6	46	4	31	1	8	848	19	15	46	31	8	848	25	11	48	29	12	845
D. strongly disagree	14	1	10	7	70	1	10	1	10	847	14	10	70	10	10	847	11	9	44	31	17	842
How do you feel about the following statement? “My knowledge of science will be useful to me as an adult.”																						
A. strongly agree	43	11	37	10	33	8	27	1	3	854	43	37	33	27	3	854	31	22	46	22	10	849
B. agree	45	6	19	14	45	8	26	3	10	848	45	19	45	26	10	848	50	14	49	26	11	846
C. disagree	12	2	25	4	50	1	13	1	13	849	12	25	50	13	13	849	14	9	45	31	15	843
D. strongly disagree	0										0						5	3	38	34	25	837
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	838	100	0	0	100	0	838						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number